1. Statement of Need

The McBee Attendance area consists of three small, rural schools in an isolated area of the county. These schools are separated from the rest of the county by the Carolinas Sandhills National Wildlife Refuge and Sandhills State Forest covering more than 90,000 acres. In addition to its rural and isolated setting, this attendance area is economically disadvantaged with over 50 percent of the students enrolled eligible under the National School Lunch Program. There is abundant anecdotal, observational, and factual evidence to indicate that the small size of these schools additionally disadvantages them with respect to technology expenditures and curricular offerings.

McBee High is the smallest of the four high schools in the district, the only one to house grades 7 and 8, and is able to offer far less in terms of breadth and variety of curriculum. Consequently, and historically, the residents of this attendance area have felt educationally disadvantaged. As one local administrator observed, "Our parents, our students and even our teachers sometimes feel, because of our size and isolation, that we've been 'left out' or 'passed by.'" Although the basis for this belief may lay more in perception than in fact, this presumption is prevalent among students, parents and citizens and has adversely affected attitudes.

With the high school's designation as "Below Basic" by the state, the school, the parents and this small community were disappointed, even embarrassed, yet were eager to address problems and seek solutions. A new principal and assistant principal were employed last year at McBee High School and instructional changes were introduced. As a former teacher observed, "The staff is enthusiastic and committed but our students have lacked academic motivation. We've got to do a better job...we've got to rekindle some fire." Preliminary results indicate the staff and instructional changes, along with the seventh and eighth grade student laptop program, have generated considerable interest and motivation among students. This would be an auspicious time to capitalize upon a climate of changed expectations, to continue

those promising technology innovations implemented this year and last and to expand the depth and breadth to which technology infuses these classrooms and excites these students.

Historically, the percentage of rising sixth graders at these schools with PACT scores "At or Above Basic" was significantly below the state and district average in all four subject areas tested. McBee Elementary has a K-6 student population of 370 with three of the four areas tested previously demonstrating below state and district average performance. Plainview Elementary has a K-6 enrollment of 165 and likewise demonstrates below average standardized test scores. McBee High School serves 470 students in grades 7-12. Previous to the Student Laptop Program, PACT testing revealed that students in both the 7th and 8th grades performed below the state and district averages for their peers in all subject areas. Beginning in 2007-2008 and with the assistance of an E2T2 grant, the district implemented the Student Laptop program in the sixth grade at McBee and Plainview Elementary Schools and at the seventh grade at McBee High School. Subsequent PACT scores at the two elementary schools were above the South Carolina state average in all four core subject areas. The district, teachers, and parents believe that the availability of the laptops on a 24 hour basis to students, along with technology infused classrooms and tech coach support for teachers were significant factors in achieving these gains. The district now wishes to build upon these successes by expanding the reach of technology in the classroom, including more subject areas, preparing more teachers to comfortably exist in this digital environment and enabling these students to demonstrate that technology can facilitate and enhance their learning experiences in the digital age classroom.

2. Project Design

The three goals established for this proposal address our need to revitalize the teaching and learning process in the environment of the 21st century classroom:

1 - Student achievement will improve through the application of technology.
2 - Effective technology integration will be encouraged within the classroom.
3 - Students will become technology literate by the end of the eighth grade.

Chesterfield County recognizes that for many students the traditional American classroom is boring. A recent study, "Generation M: Media in the Lives of 8 to 18-Year-Olds," found that students in grades 3-12 spend an average of six hours and twenty-one minutes plugged in to some type of media each day including nearly four hours of TV viewing and forty-nine minutes of video game play. Comparatively, homework gets slightly less than fifty minutes of attention. For this digital generation, electronic media is increasingly seductive, influential, and pervasive. Schools cannot afford to ignore or fail to capitalize upon this medium that increasingly defines the American student. (2005 Ellis, Ken, Visual Acuity: From Consumers to Critics and Creators.) The resources available through this project will allow the expanded use of technology as a tool and a motivator to achieve the goals outlined above employing the strategies and activities identified below:

Strategies & Activities

1. **Ensure increased access to technology for all teachers and students**

Largely at district expense, the student laptop program will continue by providing all sixth, seventh and eighth graders in the McBee attendance area with multimedia, wireless, Internet capable laptop computers for their 24/7 use. All core curriculum teachers for these students will have Promethean ACTIVboards and ceiling mounted projectors in their classrooms and access to on-site, on-going training in this technology from certified trainers. This interactive whiteboard technology has, in the last two years become a primary vehicle for classroom instruction. All classrooms will be equipped with wireless network/Internet access and access is available for students without home Internet access through a local ISP at a greatly reduced cost. Forty-three of these students will daily ride buses equipped with Wi-Fi Internet access enabling them to make effective and productive use of the many hours spent in transit to and from school.

2. Provide ongoing, sustained professional development for certified teachers, administrators and media specialists

Using a combination of grant and district funds, two individuals will continue their employment as technology coaches serving these three schools and previously funded through an E2T2 competitive grant. These two coaches will provide full-time support to the eighty-three certified teachers and administrators in the McBee attendance area. Each teacher will be evaluated using the ePortfolio assessment with subsequent individual and group activities, planned and delivered by the technology coaches, with the intent to progress each to a Level III proficiency status. The coaches are also 'on-call' to assist teachers with individual technology needs and maintain offices within the schools. Many such activities, both small group and individual, are delivered during teachers' planning periods to minimize demands upon their 'after school time'. Such flexible scheduling has met with positive responses from teachers and enhanced participation.

The coaches will work closely with the three media specialists in establishing a Multimedia Production Studio at each school and familiarizing these staff members with the equipment's proper functioning and use. The coaches will also continue to closely collaborate with the schools' administrators to ensure that each site's Strategic and Technology Plans are closely aligned with the planned instructional and inservice activities. Additionally, teacher Goal Based Evaluation (GBE) needs will be addressed using the expertise of the technology coaches whenever possible as teachers move toward mastery of classroom technology competencies.

Three staff Promethean trainers are employed by the district with one based in the McBee attendance area. These individuals have specialized training and skills and conduct workshops and training sessions to introduce teachers to interactive whiteboard technology and the efficient and effective use of the Promethean ACTIVboard which is located in each of the teachers' classrooms in this attendance area. These teachers will have access to on-site

classes conducted by these trainers as well as phone and email support and on-line help via a web site maintained by the trainers.

Teachers are additionally supported in their efforts to gain technology skills through the availability of over 2,000 video tutorials addressing a wide range of software and hardware products. These short (1-5 minutes) and descriptive lessons will be available on-line at any time and provide on demand learning opportunities of a high quality nature. An agreement secured with Atomic Learning has made these resources available to our teachers, students and parents for the duration of this project.

3. Improving achievement, especially technology literacy, of students

In Chesterfield County we view technology as one of many tools available to the teacher in delivering instructional content. We also believe an engaged, participating learner more readily masters content. When students are actively involved in a technology infused classroom, not only is their academic mastery of content positively affected, but their use of technology in this process enhances and secures their own technology skills. The technology coaches will actively work with classroom teachers to ensure that students are exposed to a wide variety of technology skills in their daily classroom activities. The coaches will additionally evaluate each student using the ePortfolio assessment tool to determine general areas of weakness that can be addressed with classroom instructional activities designed to introduce or reinforce the needed skills. For instance, if Spreadsheet Graphing Skills are noted as deficient among a class of seventh graders, the technology coach may work with the social studies teacher to design a lesson in which the students utilize their laptops and Excel software to graph the population density of the various continents or some other relevant content currently under class study.

Students will frequently, if not daily, utilize productivity tools such as Microsoft Word, Excel and PowerPoint provided on their laptops in the completion of class activities and homework

assignments. Teachers will be trained in the use of various communication tools such as email, teacher web page creation and maintenance, Novell file storage and sharing, blogging and others by which students can digitally access, retrieve and submit information in the completion of assignments while learning valuable technology communication skills in the process.

We firmly believe that 'students learn best by doing.' The technology coaches plan to make extensive use of SchoolTube, an educator-moderated, video-sharing web site featuring an eclectic mix of student produced video clips including standards-based curricular instruction, self-help topics, safety tips, career choice information, sports, video gaming and humor. For instance, a class of Ohio middle schoolers produced a two minute video on how to convert fractions to decimals, a couple of Maryland teens recorded a three minute clip addressing dangers involved in social networking sites, and a California student posted a two minute summary of the school's basketball triumph over a rival school the previous night. Led by their teachers and technology coaches, the McBee area students will first select interesting and relevant videos for presentation to their peers. One venue for this viewing will be on three school buses which are to be equipped with Wi-Fi Internet access from an AT&T grant enabling students to view this content while on the usually unproductive ride to and from school each day. Large monitors mounted on the bus will also allow the participation of students on the bus but without wireless laptops.

The project will establish a state of the art multimedia production studio at each school that will provide students and staff with practical hands-on experiences necessary to develop their creative talents in a variety of media in accordance with the newly adopted 2008 ISTE Standards. Students, under the direction of the media specialist and in consultation with classroom teachers and the tech coaches, will begin to produce their own videos addressing curricular projects, topics of interest, school related functions, community concerns and other areas that supplement the school curriculum as well as actively engage students in the production of instructional materials. These videos, such as a "School Morning News

Broadcast", a student produced clip on cyberbullying or a "Review for Mrs. Johnson's Chapter 3 Science Test" can be uploaded to SchoolTube where they are reviewed and published (if approved) and then become available for worldwide viewing (an exciting concept to a middle schooler) or they can be streamed directly from the district's web site to selected classrooms, student laptops or the Wi-Fi equipped buses.

Other digitally based resources are planned for use by these students including products such as Atomic Learning Portal, Assign-A-Day calendar and assignment tool for teachers and students, Web Poster Wizard for creation of online projects, simulations and games (selectively and cautiously chosen).

4. Using research-based methods to integrate technology effectively with instruction

The reviews are mixed and inconclusive regarding the value of a laptop alone in raising student achievement. What does appear supported by research is that when laptops are one component in a well-structured environment rich in technology resources and guided by adequately trained and supported teachers, laptops become a creative and motivational tool for student expression. The district's experiences in its one and a half year old student laptop program confirm this finding and validate our inclusion of two technology coaches in this project as essential to the effort's success. Research conclusively demonstrates that well-trained technology coaches providing on-going support for classroom teachers is a recipe for success. The two full-time coaches to be employed are fully qualified under the state's guidelines and have in the past successfully managed such programs that effectively integrated technology into district classrooms. Both individuals are experienced in multimedia technologies, project based learning models and ePortfolio assessments and follow-ups.

The proposed multimedia production studios at each school will be the focal point of this grant's Project Based Learning approach. Research indicates that through PBL students gain a

deeper knowledge of the subjects they study and retain this knowledge longer. PBL fosters self-confidence and self-direction through both its collaborative and independent work modes. Independent and critical thought processes are typical PBL attributes. The coaches and teachers will use a specific and well-tested PBL model developed by the Buck Institute for Education which relies upon best practices research, adolescent cognitive development research, authentic assessments and community-based education. The model promotes an engaging, student-focused culture in the classroom.

Guiding other technology related classroom (and homework) activities will be research from the Mid-continent Research for Education and Learning (McREL) which focuses on strategies likely to enhance student achievement: Homework & Practice, Cooperative Learning, Corrective Feedback (supported by extensive use of Promethean ACTIVotes), Identifying Similarities and Differences, Reinforcement of Effort and Recognition of Accomplishment.

Research has also demonstrated the value of virtual schools and online courses in three situations: 1) the unavailability of advanced coursework due to a school's small size, 2) the ability to retake coursework for graduation, and 3) access to courses otherwise limited by physical disabilities. To accommodate the needs of two elementary, four middle and eight high school students already identified, the technology coaches will coordinate among students, parents, guidance personnel, administrators and teachers in securing appropriate virtual instruction for these students.

For some years Chesterfield County has embraced the use of 'graphic organizers' when presenting curricular content to students. The value of this approach is well documented (IARE, 2003) and teachers have received significant training in 'Thinking Maps". The use of multiple technologies within the classroom has many applications in reinforcing this approach and effectively introducing skills, concepts and knowledge to students.

5. Using technology effectively to promote parental involvement and communication, including how parents will be informed of the technology that will be used.

The Student Laptop program initiated the availability of email communication between students, teachers, parents and administrators. This new initiative will enable an expansion of this effort to augment community involvement, by hosting an internet web-site for the purpose of showcasing and disseminating student projects so that parents, the community, state, and the world can view their technology rich projects. Teachers will also utilize blogs and wikis to encourage the further outreach to parents and the community. SchoolTube is endorsed by the National Association of Elementary Schools as a means by which to increase parental involvement. Further, students will create public service videos addressing topics such as Keeping Green at School and at Home or Effective Study Habits.

An important training component is planned for students and parents. Just prior to the opening of school students and their parents will participate in an evening workshop. Students will be introduced to their laptop, learning the basics of care and maintenance, operation, Windows and network navigation, username and password logons, word processing, browser skills and Internet access. Along with their parents, the topics of email etiquette, theft/loss/damage issues, online safety, copyright law and "acceptable use" will be reviewed. Parents and students will then take an online test which must be successfully passed before a laptop will be issued to the student with written parental permission and agreements.

Beginning in the second semester of the year, parents will be able and encouraged to closely monitor their child's progress online using their own computer or their child's laptop to access the Power School portal and review real-time attendance, grade, discipline, fee and other information relating to the student's progress in school.

3. Management and Sustainability

Management

The overall responsibility for grant management resides with the district's Director of Technology John Wagnon who has 39 years of experience in teaching, administration and technology. His duties include employing grant staff, coordinating the planning and preparation of the grant application and managing the fiscal aspects of the grant implementation. He has managed numerous state and federal grants (Title 1, REAP, Tech Challenge, E-Rate, Teacher Incentive) and most recently a three year E2T2 competitive grant employing technology coaches in support of instruction for which the district received the SC Association for Educational Technology TIP Award in October 2006 as the most innovative project in the state. This was followed by implementation of an E2T2 laptop initiative. The district was recently awarded equipment through a competitive grant from AT&T and the Office of Innovation to provide Wi-Fi on buses to further enhance access by students.

Pat Hendrickson [see Exhibit B] will manage the daily operation of the project activities: securing needed resources, coordinating additional training needs, monitoring project activities, observing project personnel, evaluating interim progress and completing required project reporting. The decision to include 220 students and 83 teachers at three schools in the target population of the grant ensured an adequate sample size and ideal demographics. However, with the realization that the grant alone would be insufficient to adequately fund the personnel, training, equipment and supplies required, the grant writers began searching for partners to support this effort. McBee High School has allocated more than $30,000 in discretionary funding to support the purchase of laptops and other technology at the school. McBee Elementary has purchased equipment using a small school grant and PTO funds to equip the classrooms of their two sixth grade language arts teachers with technology equipment valued at about $9,000.

The Plainview School Improvement Council has equipped the classroom of their sixth grade language arts teacher with about $7,500 in technology equipment from local funds. Concessions were achieved from Atomic Learning which has agreed to provide their tutorial software and learning environment at no charge. Sandhill Telephone Cooperative is a local Internet Service Provider and has agreed to provide dial-up Internet access for one year at a significantly reduced rate for the twenty-one students in the target population who presently have no such access at home and are determined to be in financial need. The book publisher Capstone Press and Watson Library Services has donated unlimited copies of twenty titles of their digitized ebooks (valued at $5000) containing text, graphics and audio appropriate for middle school students that can be downloaded to their laptops, streamed from their web site or accessed from the school's server and viewed anytime by the student. Logitec has agreed to continue its association with our technology coaches by providing free web cams to our teachers to permit video conferencing by students. The school district, believing the grant has great promise, has agreed to provide up to $60,000 in local funding support this first year. Three parents have volunteered to help with the cabling required to equip rooms at these three schools with wireless access and PTO members have volunteered to assist in other activities.

The district's technology staff has created a unique computer "image" applied to all student laptops that includes the DeepFreeze application. This feature allows immediate "recovery" from accidental or malicious tampering, adware/spyware attacks, unauthorized downloads or installation of inappropriate software, greatly simplifying management by the classroom teacher. Student laptops are additionally be equipped with tamperproof Internet filtering software. Each student laptop is fully insured for accidental physical damage to eliminate parent liability.

Adequate training is an essential component of this proposal. The two technology coaches [see Exhibits B & C] to be employed under this grant have received extensive training in the past four years and will continue to attend conferences, seminars and workshops to enhance their technical skills. Their successes have been featured by the George Lucas Foundation on

their Edutopia website: How To: Flat Stanley as a Technology Gateway. The primary responsibility of the technology coaches will be to assist teachers in becoming competent in integrating the available classroom technologies into the daily instruction of standards-based learning. Through scheduled appointments, regular office hours at the school, email, cell phone and video conferencing, these eighty-three teachers will have frequent and direct access to the technology coaches to receive regular assistance and help as needed. The coaches will additionally work closely with the other eleven subject area teachers in the sixth, seventh and eighth grades at these three schools to assist in creating relevant technology-integrated lessons in these disciplines for this same target student population. The remaining teachers at all grade levels in these three schools will be assisted by the resident technology coaches using individual and small group activities in the acquisition of technology skills in compliance with Proviso 1.25 and will be expected to achieve Level II proficiency by the end of the 2009-10 school year. In prior years, the coaches assisted other staff who teach these students with the integration of technology and provided help to the remaining teachers at these schools in achieving Level II proficiency. However, with the option of new ISTE standards, even those teachers at Level II proficiency are falling behind and will require intensive professional development to achieve proficiency with the new ISTE standards. The tech coaches have identified these individuals through the Eportfolio system and are poised to deliver professional development as required.

Sustainability

The district's ability to sustain a program in future years and in the absence of continued funding is encouraging. Instructional Technology Coaches have identified research on best practices and a multitude of resources to implement effective strategies that are of no cost to the district. The knowledge, lesson plans, materials, products and experience gained from their expertise is expected to allow the district to continue the required teacher support and training with fewer

personnel. The district's consideration of a full-time staff position of technology coach would further enhance our ability to train teachers with the expectation that all students in grades 6-12 could be reached in five years. Additionally, current federal legislation could further significantly reduce the costs associated with the program's maintenance and expansion. Because of the promising nature of this approach, the district's technology department is reserving $60,000 per year to maintain key elements of the program at district expense if the project proves successful as anticipated.

4. Evaluation and Dissemination

Evaluation

This multi-media production project consists of three goals supported by ten quantifiable objectives. This grant's formal evaluation will include the results of the achievement of these ten objectives. Below is presented each objective, its data sources and the individual responsible for collecting and reporting the data.

Objective 1-1: PASS Testing of the target student population in May of 2010 will reflect at least a 25% reduction in the percentage of students identified as Below Basic in ELA.

District Test Coordinator Candace Hoffman will determine if the percentage of target population students identified as Below Basic in May 2010 is 25% lower than the percentage shown in the May 2009 test administration.

Objective 1-2: The MAP Reading subtest scores 9RIT) for this student population will increase 15% above expected normative gains by May 2010.

District Test Coordinator Candace Hoffman will determine if the MAP reading scores of the target population increased by 15% or more between the April 2008 and the April 2010 test administrations.

Objective 1-3: School attendance among this target student population will improve over the prior year with 10% fewer absences.

Attendance Coordinator Laurie Tarleton will determine if the average absences per student among the target population decreased by 10% from school year 2008-2009 to year 2009-10.

Objective 1-4: Disciplinary referrals for the sixth grade student population will be reduced by 20% over the prior year for these same students.

SASI Coordinator John Wagnon will determine if the average disciplinary referrals per student among the target population decreased by 20% from school year 2008-09 to year 2009-10.

Objective 1-5: Parent/School communication will increase at least 200% over the prior year as measured by the frequency of parent/teacher conferences and formal communication.

Project Manager Pat Hendrickson will determine if the summaries of reported conferences and parent communications for the target population increase by 200% from school year 2008-09 to school year 2009-10.

Objective 2-1: 80% of the daily ELA instruction for these target students will include a significant technology component.

Pat Hendrickson will review a sampling of ELA teacher lesson plans for the target student population to determine if 80% contain a technology component.

Objective 2-2: The 6th and 7th grade teachers in other curricular areas will provide technology-rich instruction. Lesson plans for these teachers will document 50% of daily lessons to include a significant technology component.

Pat Hendrickson will review a sampling of math, science, and social studies teacher lesson plans for the target student population to determine if 50% contain a technology component.

Objective 2-3: Eighty-five percent of all other teachers at these three schools will achieve Level II or greater proficiency by June of 2010 in the 2008 ISTE Standards.

Pat Hendrickson will review the ePortfolio documentation for these teachers to determine if 85% have achieved Level II proficiency in June of 2009 supporting the goals of Teacher Proviso 1.25

Objective 2-4: At least ten students at McBee High School will enroll and successfully complete a class in the SCVS curriculum by August of 2010.

McBee High School guidance counselor Paulette Humphries will review student transcript records to determine if ten or more have enrolled in and successfully passed a class in the SCVS curriculum.

Objective 2-5: Teachers at these three schools will be surveyed and respond to an anonymous, subjective questionnaire assessing their satisfaction with the training and support structure provided.

Project Manager Pat Hendrickson will review and summarize the responses gathered by electronic responses and offer the results to aid in program revision.

Objective 3-1: By the end of their eighth grade year, 90% of the target population of 6th, 7th and 8th graders will be proficient in all ten of the 2008 ISTE NETS*S standards.

Project Manager Pat Hendrickson will review student ePortfolio records for the 8th grade target population in August of 2009 to determine the percentage who have achieved proficiency. Note: These standards may change somewhat as ISTE adjusts expectations

Dissemination Plan

Part of the project includes on-going dissemination through the use of Wi-Fi on buses. Student work will regularly be viewed on these buses. Project information will be posted on SchoolTube and TeacherTube. All facets of implementation of the grant will be carefully documented in video and narrative text to aid in the preparation of a paper and a multi-media presentation that will fully document the district's experience and successes in implementing the project. These descriptions along with the evaluation data will be posted on a web site specifically designed by the district to highlight this project and prominently linked from the district's web site. These artifacts will also be available to other districts on request who are seeking information about our experience. These materials will be employed in presentations before such audiences as SC Ed Tech 2010, Discovery Education Network, Technology Leader's Roundtable, Chesterfield County Ed Fair, Chesterfield County Teacher Forum, Chesterfield County District Board of Education, Chesterfield County Coordinating Council, local civic club meetings, school PTO meetings, local School Advisory Council and School Improvement Council meetings, The Laptop Institute, Technology + Learning Conference and others.

Dissemination among teacher participants and other interested teachers and administrators within the district will be accomplished in part through participation in Google Docs. Teachers will also be encouraged to post successful lesson plans related to student laptop use and developed under this project on the Project web site.

On-going progress and yearly summary evaluations will also be provided to local newspapers as news items and human interest stories documenting our leadership role in enhancing the teaching and learning process through technology. An item on the project will be included in the district's annual publication "Report to the People on Education." Teachers and parents of those students directly involved will receive special mailings (or emailings) documenting progress, successes, concerns, program revisions and evaluation results.

Name of Applicant: Chesterfield County School District

Budget Form

Object Category	Instructional Series (100)	Support Services (200)	Total
Personnel Salaries (100)		80,237	80,237
Employee Benefits (200)		17,003	17,003
Purchased Services (300)			
Supplies and Materials (400)	52,760		52,760
Capital Outlay (500)			
Other (600)			
Total	52,760	97,240	150,000

Budget Narrative:

Budget Object	Funding Source		
	Grant Funds	Local District	Donated
The efforts of two full-time technology coaches are to be dedicated to this project in support of teachers at the three McBee area schools. Approximately 20% of these salaries are to be paid from local district or E2T2 Formula Grant funds	80,237	17,265	
The benefits in support of these two technology coach salaries will likewise be allocated 80% to the grant and 20% paid by the district	17,003	3,657	
The establishment of three multimedia production studios (one at each school) will require the following purchases for each school in support of Adobe Communicator 3 software: Magix Edit Pro X ($300), 2 Dell Latitude 6400 Laptops ($3200), 2 External 500GB hard drives ($260), 2 22" flat screen monitors ($520), Adobe Visual Communicator 3 ($550), 2 video cameras ($350), 2 studio tripods ($220), 2 Universal Smith Victor tripod dollys ($240), 2 Bretford AV carts ($850), 4 Lavaliere mics ($560), 2 handheld mics/stands/cables ($150), Green Screen 12'x20' w/ stand ($450), Panasonic Hi Def video camera w/ 3ccd [AG-HMC70 & AVCHD Shoulder Mount] ($3100), Marketek audio mixer ($100), 3 Softbox lights ($330), 2 Floor lights ($280), Video animation software ($150), Soundzabounds music downloads ($250), HP InkJet Printer ($360), miscellaneous cables ($450)	38,010		
A VBrick media distribution appliance located at each of the three schools allows for the capture, recording, storage, management and distribution on demand of saved digital resources. This product will make possible the storage and rebroadcast of any media produced or captured by any user at any time. This is the system upon which the state has standardized for media distribution.		14,400	
The following components are needed to equip the three school buses with the needed technology to receive and display content broadcast by the schools or streamed from the Internet: 9 15.5" LCD monitors ($4500), mounting brackets ($350), audio speakers ($1800), miscellaneous cabling, conduit, connectors ($1700), installation ($1500).	9,850		
Miscellaneous software for use by classrooms and incidentals (toner cartridges, flash drives, etc.)		3,500	
Additional hardware and equipment for use in the project (75 laptops [SDE], 7 Promethean boards [Schools/PTOs], ACTIVotes student response devices [Project], etc.)	4,900	18,900	22,500
Imaging, updating, maintenance and repair of 225 student laptops, setup of production studio equipment, travel for coaches within district and to meetings and conferences		$8,400	
Logitec Web Cams for class-to-class video conferencing and homebound instruction (20 @ $60), Capstone Press digital books (20 titles in unlimited quantities ~ $5,000), Atomic Learning video tutorials (licensed for 2000 titles ~ $1500), Sandhill Telephone is providing half price Internet Access to laptop users not previously contracted with an ISP (30 @ $120).			11,300
(Approximately 40% of the total project budget is from local and donated sources) Totals	150,000	66,122	33,800